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<tr>
<th>Time</th>
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<tr>
<td>09:10-10:00</td>
<td>Right of Adoption for Same-sex Parents</td>
<td>Paper</td>
<td>Room 3-087</td>
<td>YouJia Chen (A), CLAS Student</td>
<td>Session B</td>
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<tr>
<td>09:10-10:00</td>
<td>Me in/and Ovid</td>
<td>Paper</td>
<td>Room 3-087</td>
<td>Anthony Apeos (B), LUCAD Faculty</td>
<td>Session B</td>
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<tr>
<td>09:10-10:00</td>
<td>Visual Sociology: a model for liberal arts and professional studio learning exchange in Japan</td>
<td>Paper</td>
<td>Room 3-092</td>
<td>Kazuyo Kubo, Kristina Lamour Sansone, Michael Talbot (A), LUCAD</td>
<td>Session F</td>
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<tr>
<td>09:10-10:00</td>
<td>Curricular Interventions to Impact Visual Literacy in High School Photography Courses</td>
<td>Paper</td>
<td>Room 3-092</td>
<td>Kristi Oliver (B), Graduate Student</td>
<td>Session F</td>
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<tr>
<td>09:10-10:00</td>
<td>Situated Narratives: Hearing the Voices of Jewish Adolescent Girls</td>
<td>Paper</td>
<td>Room 3-094</td>
<td>Cheryl Weiner (A), Graduate Student</td>
<td>Session C</td>
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<tr>
<td>09:10-10:00</td>
<td>Developing Young Leaders and Allies for Youth: A Model for The Girlhood Project’s Feminist Group Process</td>
<td>Paper</td>
<td>Room 3-094</td>
<td>Emily Welden, Kathryn Van Demark (B)</td>
<td>Session C</td>
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<tr>
<td>09:10-10:00</td>
<td>Transnational (In)Visibility in Higher Education: Critical Arts-Based Reflections by One POC Faculty Member</td>
<td>Paper</td>
<td>Room 3-098</td>
<td>Angelica Pinna-Perez (A), GSASS Faculty</td>
<td>Session D</td>
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<tr>
<td>09:10-10:00</td>
<td>Educational Leadership: When Self-Perception Stymies Social Progress</td>
<td>Paper</td>
<td>Room 3-098</td>
<td>Camille Marie Garcia, GSOE Alumna, Amanda Wager, GSOE Faculty (B)</td>
<td>Session D</td>
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<tr>
<td>09:10-10:00</td>
<td>Privileged Leadership: Teaching English Learners With Fixed Mindsets</td>
<td>Paper</td>
<td>Room 3-100</td>
<td>Alexandra Lituchy, CLAS Student (A)</td>
<td>Session A</td>
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<tr>
<td>09:10-10:00</td>
<td>Examining Opportunities for Dialogic Talk in a Kindergarten English Language Development Classroom</td>
<td>Paper</td>
<td>Room 3-100</td>
<td>Margaret Burns (B), GSOE Faculty</td>
<td>Session A</td>
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<tr>
<td>09:10-10:00</td>
<td>Assessing Bias Among Boston Monument Attendees</td>
<td>Paper</td>
<td>Room 3-101</td>
<td>Allison Rodgers, CLAS Student (A)</td>
<td>Session E</td>
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<tr>
<td>09:10-10:00</td>
<td>The Pine Street Project</td>
<td>Paper</td>
<td>Room 3-101</td>
<td>Molly McGrail, Undergraduate Student (B),CLUAL</td>
<td>Session E</td>
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<tr>
<td>10:10-11:00</td>
<td>Watering Black Roots (Reconnecting Human+Nature)</td>
<td>Performance</td>
<td>Room 3-087</td>
<td>Stormy Saint-Val, GSASS graduate; Angelica Pinna-Perez, GSASS, faculty</td>
<td>Session F</td>
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<tr>
<td>10:10-11:00</td>
<td>Arts Based Brain Research</td>
<td>Paper</td>
<td>Room 3-092</td>
<td>Alicia Arendt (B), Graduate Student</td>
<td>Session F</td>
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<td>10:10-11:00</td>
<td>What is “Arts Based Research”: 5 different types of research projects</td>
<td>Paper</td>
<td>Room 3-092</td>
<td>Young Imm Kang Song, Katina McClain, Meaghan Harrigan, Yamek Rizk, JulieCangrand, Amanda Miller, GSOE Faculty and Students (B)</td>
<td>Session F</td>
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<tr>
<td>10:10-11:00</td>
<td>The Girlhood Project 2.0: Bridging Intersectional Identities, Feminist Leadership, and Social Change</td>
<td>Workshop</td>
<td>Room 3-094</td>
<td>Adriena Marcus, Kaelyn Anderson, Puja Kranz-Howe, Anäëlle Sëide, Leidy Denise Aviles, CLAS Students</td>
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<tr>
<td>10:10-11:00</td>
<td>Mapping Mindfulness in Digital Culture with Contemplative Leadership</td>
<td>Panel</td>
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<td>Erin Sheehan, Graduate Student</td>
<td>Session D</td>
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<tr>
<td>10:10-11:00</td>
<td>Life-long Learning and Leadership: “I Know More Than I Thought I Did”</td>
<td>Paper</td>
<td>Room 3-100</td>
<td>Enid E. Larsen (A), Endicott College</td>
<td>Session A</td>
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<tr>
<td>10:10-11:00</td>
<td>The Bachelor’s Degree as Social Change Agent: Leadership lessons from adult students.</td>
<td>Paper</td>
<td>Room 3-100</td>
<td>Jen Serowick, LCAL (B)</td>
<td>Session A</td>
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<tr>
<td>10:10-11:00</td>
<td>Do it Yourself but Never Alone: Creating Social Change from Punk to Politics</td>
<td>Paper</td>
<td>Room 3-101</td>
<td>Joe Mageary, GSASS Alumna and Adjunct (A)</td>
<td>Session E</td>
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<td>10:10-11:00</td>
<td>Examining Black Male Leadership in Predominantly White Social Fraternities</td>
<td>Paper</td>
<td>Room 3-101</td>
<td>Kristopher Merceron, Graduate Student</td>
<td>Session E</td>
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<tr>
<td>11:10-12:00</td>
<td>Self-Discovery through the Personal Essay</td>
<td>Panel</td>
<td>Room 3-092</td>
<td>Scott Sanders, CLAS faculty; Kai Barry, Charlie Clement, Katya Zinn, Leigh Kozak, Erin O'Shea; Evelyn Cameron, CLAS Students</td>
<td>Session F</td>
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<tr>
<td>11:10-12:00</td>
<td>Leadership in LGBTQ Research and Practice within Counseling Psychology</td>
<td>Panel</td>
<td>Room 3-094</td>
<td>Sue Motulsky, Sydney Trantham, Kimberly Cherry, Maura McCullough, Carla Rosinski Sue Motulsky and Sidney Trantham, GSASS, faculty; Kimberly Cherry, Maura McCullough, Carla Rosinski, GSASS doctoral students</td>
<td>Session C</td>
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<tr>
<td>11:10-12:00</td>
<td>Haiti: Step Back, Leap Forward</td>
<td>Performance</td>
<td>Room 3-097</td>
<td>Rocky Cotard, LUCAD Student</td>
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<td>11:10-12:00</td>
<td>Spanish CLIL Teachers Integrate: Arts, Language and Content</td>
<td>Performance</td>
<td>Room 3-098</td>
<td>Enid E. Larsen, Endicott College; Gene Diaz, Lesley University; and Jay DiPrima, Endicott College</td>
<td>Session D</td>
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<tr>
<td>11:10-12:00</td>
<td>Expanding the Box</td>
<td>Panel</td>
<td>Room 3-101</td>
<td>Nico Scavone, GSOE Alumna</td>
<td>Session E</td>
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<tr>
<td>11:10-12:00</td>
<td>Using Mixed Reality Avatars for inclusive teacher preparation</td>
<td>Workshop</td>
<td>Room 4-011</td>
<td>Maureen Cregan-Quinquis, Tina De La Cruz, GSOE</td>
<td>Session G</td>
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<tr>
<td>11:10-12:00</td>
<td>Dance as an Ethical Icon of Moral Action and Communal Responsibility</td>
<td>Workshop</td>
<td>Room 3-087</td>
<td>Donna La Rue, CLAS Alumna and Adjunct</td>
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<tr>
<td>12:10-1:00</td>
<td>A Possibleity for Light</td>
<td>Performance</td>
<td>Amphitheater</td>
<td>Daniel Burmester, GSOE, and others</td>
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<tr>
<td>12:10-1:00</td>
<td>Hashtag Meta: Dissecting the Ways Social Media Mimics Aspects of Mental Illness</td>
<td>Installation</td>
<td>Room 2-048</td>
<td>Britney Segermeister, Graduate Student</td>
<td>All Sessions</td>
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<tr>
<td>12:10-1:00</td>
<td>Cross-Cultural Virtual Exchange: Innovative Learning for Social Change</td>
<td>Installation</td>
<td>Room 2-048</td>
<td>Jo Anne Hart, GSOE and CLAS Faculty</td>
<td>All Sessions</td>
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<tr>
<td>12:10-1:00</td>
<td>Lesley 2020: The Influence of a Community-Engaged Strategic Planning Process on Institutional Identity and Development</td>
<td>Installation</td>
<td>Room 2-048</td>
<td>MaryPat Lohse, Kelsey Andrade, Milena Damianova-Tibets, Administration</td>
<td>All Sessions</td>
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<tr>
<td>12:10-1:00</td>
<td>Making Visible: More of the Picture</td>
<td>Installation</td>
<td>Room 2-048</td>
<td>Sarah Slavick, LUCAD Faculty</td>
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<tr>
<td>12:10-1:00</td>
<td>How Can Technology Inform, Promote Understanding, and Spark Discussion about Social Change?</td>
<td>Poster</td>
<td>Room 2-078 and Attrium</td>
<td>Maureen B. Yoder (A), GSOE Faculty</td>
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<td>12:10-1:00</td>
<td>Siblings of Individuals with Disabilities: Implications of Gender Roles and Informal Caregiving</td>
<td>Poster</td>
<td>Room 2-078</td>
<td>A. Olivia Jarvis, CLAS Student, Joshua Baldwin, CLAS Faculty</td>
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<tr>
<td>12:10-1:00</td>
<td>Co-Constructing Knowledge-Re-framing Teaching and Learning</td>
<td>Poster</td>
<td>Room 2-078 and Atrium</td>
<td>Alicia Arendt, Kori Bardige, Graduate Students</td>
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<tr>
<td>12:10-1:00</td>
<td>The Decade that Created the Modern World</td>
<td>Poster</td>
<td>Room 2-078 and Atrium</td>
<td>Art Bardige, Trustee</td>
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<td>12:10-1:00</td>
<td>The Multidimensional Connection between Second Language Acquisition and Neuroscience</td>
<td>Poster</td>
<td>Room 2-078 and Atrium</td>
<td>Carolyn Peterson, GSASS Student</td>
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<td>12:10-1:00</td>
<td>The Effect of GSAs in High Schools</td>
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<td>Chase Lydon, CLAS Student</td>
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<td>12:10-1:00</td>
<td>The Intersection of English Language Development and Sheltered English Instruction</td>
<td>Poster</td>
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<td>Deana Bardetti, GSSE Faculty</td>
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<td>12:10-1:00</td>
<td>Rites, Rituals, and Leadership-in the indigenous Cultures of East Africa</td>
<td>Poster</td>
<td>Room 2-078 and Atrium</td>
<td>Fikeremkos Desta, Graduate Student</td>
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<td>12:10-1:00</td>
<td>Ready, Set, Play Disrupting our Preconceptions of Classroom Learning through Innovative Teaching Practices</td>
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<td>Heather Shaw, LUCAD Faculty</td>
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<td>12:10-1:00</td>
<td>Ego Development, Defense Mechanisms, and Adaption in Transgender and Gender Nonconforming Individuals</td>
<td>Poster</td>
<td>Room 2-078 and Atrium</td>
<td>Jack Girardi, Graduate Student</td>
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<td>12:10-1:00</td>
<td>A Visual Tool for Interdisciplinary Investigations</td>
<td>Poster</td>
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<td>James J. O’Keefe, CLAS Faculty</td>
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<td>12:10-1:00</td>
<td>Engaging students in Social Emotional Learning through Young Adult Literature</td>
<td>Poster</td>
<td>Room 2-078 and Atrium</td>
<td>Kenzie H. Moniz, Robert Forrester, Undergraduate Students</td>
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<td>12:10-1:00</td>
<td>Social Media’s Influence on Adolescent Identity</td>
<td>Poster</td>
<td>Room 2-078 and Atrium</td>
<td>Kerri Doble, Graduate Student</td>
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<td>12:10-1:00</td>
<td>Creative Approaches to Enhancing Relationships with People with Dementia</td>
<td>Poster</td>
<td>Room 2-078 and Atrium</td>
<td>Meg Chang, Donna Newman-Bluestein, GSASS Faculty</td>
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<tr>
<td>12:10-1:00</td>
<td>Embodied Compassion in Teaching—Subversive Dismantling of Inequity</td>
<td>Poster</td>
<td>Room 2-078 and Atrium</td>
<td>Melanie Brown, GSASS Graduate Student</td>
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<td>12:10-1:00</td>
<td>Developing New apparatus for in-situ vermicomposting and varying diet parameters to understand optimal conditions for soil fertilization.</td>
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<td>Nataliya Ryzhenko, CLAS Staff</td>
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<td>12:10-1:00</td>
<td>Metacognition at the Program for the Advancement of Learning</td>
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<td>Room 2-078 and Atrium</td>
<td>Philip Hulbig, GSSE PhD Student</td>
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<td>1:10-2:00</td>
<td>CLAS Research/Conference Grant Application Workshop</td>
<td>Panel</td>
<td>Room 3-087</td>
<td>Brooke Eisenbach, Anne Elizabeth Pluto, CLAS Faculty</td>
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<td>1:10-2:00</td>
<td>Students Leading Students’ Learning: A Preteen Summit on Social-Emotional Literacy</td>
<td>Workshop</td>
<td>Room 3-089</td>
<td>Eva Bloche, Kevin Ngo, Emmanuella Fede, Lisa Fiore, CLAS Students and Faculty</td>
<td>Session G</td>
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<tr>
<td>1:10-2:00</td>
<td>Expressive Flamenco: Healing possibilities with the art of Flamenco</td>
<td>Workshop</td>
<td>Room 3-092</td>
<td>Angelica Pinna-Perez, Laura Sanchez</td>
<td>Session F</td>
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<tr>
<td>1:10-2:00</td>
<td>The Effects of Rhythm for Social Emotional Learning Skills Development</td>
<td>Performance</td>
<td>Room 3-094</td>
<td>Jonathan Mande, LCAL Student</td>
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<tr>
<td>1:10-2:00</td>
<td>An intermodal approach to identity formation and empowerment in the Latinx Community</td>
<td>Workshop</td>
<td>Room 3-098</td>
<td>Amanda Bravo, GSASS Student</td>
<td>Session D</td>
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<tr>
<td>1:10-2:00</td>
<td>Lesley University and UNITWIN: International Network on Life Design and Decent Work</td>
<td>Panel</td>
<td>Room 3-100</td>
<td>Donna M. San Antonio, Meenakshi Chhabra, Marion Nesbit, Raquel Stephenson, GSASS Faculty</td>
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<td>1:10-2:00</td>
<td>International Students’ Perceptions of Challenges at Universities in the United States</td>
<td>Panel</td>
<td>Room 3-101</td>
<td>Yiran Li, CLAS Student</td>
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<tr>
<td>2:10-3:00</td>
<td>LEAD Revisited: Reflections on Feminist Leadership Development for Women Faculty</td>
<td>Panel</td>
<td>Room 3-087</td>
<td>Cahill, Direiter, Govendo, Hart, Mertl, Nesbitt, Rutstein-Riley, Roth, Schall-Leckrone, Spadornia, Steckel, Zarate GSSE, GSASS Faculty</td>
<td>Session B</td>
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<tr>
<td>2:10-3:00</td>
<td>Fostering Student Engagement, Skills, and Connections Through Peer Review/Critique Across Disciplines</td>
<td>Panel</td>
<td>Room 3-089</td>
<td>Jesse W. Schoaf, Summer Clark, Liv Cummins, Lisa Spitz, Katarina Keown, Linda Purslow, John McCormick</td>
<td>Session G</td>
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<tr>
<td>2:10-3:00</td>
<td>Leading from the In-Between Spaces: Disabilities, Leadership, and Identity</td>
<td>Performance</td>
<td>Room 3-092</td>
<td>Xochilt L. Mendez, GSSE Student</td>
<td>Session F</td>
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<td>2:10-3:00</td>
<td>On the Path of Social Justice: Advancing self-awareness as social justice competency</td>
<td>Panel</td>
<td>Room 3-094</td>
<td>Deb Spragg, GSSE Faculty</td>
<td>Session C</td>
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<td>2:10-3:00</td>
<td>Teacher Inquiry: Empowering youth allies through the arts</td>
<td>Workshop</td>
<td>Room 3-098</td>
<td>Elena Rossen, Chelsea Ruscio, Graduate Students</td>
<td>Session D</td>
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<td>2:10-3:00</td>
<td>Bringing Dis/ability Identity into the Curriculum &amp; Pedagogical Practices for Social Change</td>
<td>Panel</td>
<td>Room 3-100</td>
<td>Janet Sauer, Simone Dupont, Molly Wolber, Lizzy Bellin, Cassidy Donahue, CLAS Faculty, Alumni, and Students</td>
<td>Session A</td>
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<tr>
<td>2:10-3:00</td>
<td>Leading with Compassion: Support for LD Students’ Identity, Academic Success, etc.</td>
<td>Workshop</td>
<td>Room 3-101</td>
<td>Kristin E. Capezio, Katy Angelone, Graduate Students</td>
<td>Session B</td>
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<td>2:10-3:00</td>
<td>Global Perspectives in the US Social Justice Classes: Impact on Identity</td>
<td>Paper</td>
<td>Room 3-087</td>
<td>Alexandra (Sasha) Watkins, Corliss Brown Thompson (A)</td>
<td>Session B</td>
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<td>2:10-3:00</td>
<td>Passing the Baton to Future Leaders: Faculty to Teacher Leaders to Students</td>
<td>Paper</td>
<td>Room 3-087</td>
<td>Valerie Harlow Shinas., Judith Zorfass (B), GSOE Faculty</td>
<td>Session B</td>
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<td>2:10-3:00</td>
<td>Critical Literacy of Graphs in a Lesley Diversity Course: Another Kind of Visual Literacy</td>
<td>Workshop</td>
<td>Room 3-089</td>
<td>Summer Clark, Roser Gine, CLAS Faculty</td>
<td>Session G</td>
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<tr>
<td>2:10-3:00</td>
<td>Visual Influence and Youth Empowerment</td>
<td>Workshop</td>
<td>Room 3-092</td>
<td>Rebecca A. Cote, Graduate Student</td>
<td>Session F</td>
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<tr>
<td>2:10-3:00</td>
<td>Autoethnographic Inquiry into Identity Transformation and Post-Traumatic Growth Following (TBI) and (PTSD)</td>
<td>Paper</td>
<td>Room 3-094</td>
<td>Dee Phyllis Genetti (A), Graduate Student</td>
<td>Session C</td>
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<td>2:10-3:00</td>
<td>Picturing Health: Picturing Life: Narratives of Living with Type 2 Diabetes</td>
<td>Paper</td>
<td>Room 3-094</td>
<td>Sarah Gurley-Green (B), GSOE PhD Student</td>
<td>Session C</td>
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<td>2:10-3:00</td>
<td>Haiti: Black Leadership, Art, and Life</td>
<td>Panel</td>
<td>Room 3-098</td>
<td>Danielle Legros Georges, Helen Joseph, Anaelle Seide, Rocky Cotard, Mesheh Tucker, Faculty and Students</td>
<td>Session C</td>
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<tr>
<td>2:10-3:00</td>
<td>The Right to DREAM: Educators Supporting Undocumented Students in Boston Public Schools</td>
<td>Paper</td>
<td>Room 3-100</td>
<td>Heidi K. Rausch, Claudia Martinez (A)</td>
<td>Session A</td>
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<tr>
<td>2:10-3:00</td>
<td>Using Literature as an Avenue for Social Justice in the Classroom</td>
<td>Paper</td>
<td>Room 3-100</td>
<td>Kathryn Contini, Graduate Student (B)</td>
<td>Session A</td>
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<tr>
<td>2:10-3:00</td>
<td>Public Art within a Changing Political Environment</td>
<td>Paper</td>
<td>Room 3-101</td>
<td>Karen E. Frostig, GSOE Faculty (A)</td>
<td>Session E</td>
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<td>2:10-3:00</td>
<td>Socially Engaged Practice: Three Artists</td>
<td>Paper</td>
<td>Room 3-101</td>
<td>Susan Ashbrook, LUCAD Faculty (B)</td>
<td>Session E</td>
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<td>4:10-5:00</td>
<td>Creating Visual Responses as a Tool for Greater Student Engagement and Understanding</td>
<td>Paper</td>
<td>Room 3-087</td>
<td>Martha Barry McKenna, Christoper Strickland (A), Creative Commons, PhD Student</td>
<td>Session B</td>
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<tr>
<td>4:10-5:00</td>
<td>Wellness &amp; Psychoeducational Empowerment: An Innovative Approach to Mental Health &amp; Education</td>
<td>Paper</td>
<td>Room 3-087</td>
<td>Myisha R. Rodrigues (B), GSASS Student</td>
<td>Session B</td>
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<tr>
<td>4:10-5:00</td>
<td>Anxiety and Alternative Facts: An Arts-Based Critical Social Improvisation Project</td>
<td>Panel</td>
<td>Room 3-089</td>
<td>Summer Clark and Liv Cummins, CLAS Faculty; Lisa Spitz, LUCAD Faculty; Katarina Keown and Jesse Schoaf, CLAS Undergraduate; Linda Pursley, Director of Assessment - John McCormick, eLI</td>
<td>Session G</td>
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<tr>
<td>4:10-5:00</td>
<td>Empowering Elementary School Students to be Social Activists</td>
<td>Workshop</td>
<td>Room 3-092</td>
<td>Angela K Raimo, Graduate Student</td>
<td>Session F</td>
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<tr>
<td>4:10-5:00</td>
<td>Visualization and perspective taking</td>
<td>Panel</td>
<td>Room 3-094</td>
<td>Lisa Spitz, Liv Cummins, Kimberly Lowe, LUCAD Faculty</td>
<td>Session C</td>
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<tr>
<td>4:10-5:00</td>
<td>Shakespeare for Bullies</td>
<td>Workshop</td>
<td>Room 3-098</td>
<td>Cheryl Eagan-Donovan, Faculty</td>
<td>Session D</td>
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<tr>
<td>4:10-5:00</td>
<td>The Expressive Therapies Continuum Coordinate System: Quantitative Data in Expressive Arts Therapies</td>
<td>Workshop</td>
<td>Room 3-100</td>
<td>Joyce Gendler, Angelica Pinna-Perez, GSASS Student, Faculty</td>
<td>Session A</td>
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<tr>
<td>4:10-5:00</td>
<td>WonderLab - Lesley University STEAM-based Lab School</td>
<td>Panel</td>
<td>Room 3-101</td>
<td>Susan Rauchwerk, Gail Cahill, Barbara Govendo, GSOE Faculty; Amy Mertl, CLAS faculty; Laura Kathrein, Nguyen Tran, Amanda Miller, Rebecca Campbell, Jessica Ricordi GSOE Students; Brianna Fougere, Francesca Katz, Katherine Carpenter, CLAS Students, WonderLab Students</td>
<td>Session E</td>
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<tr>
<td>5:40-6:30</td>
<td>What’s the Real Bottom-Line? Cultivating Compassion: Leading from the Heart in Memory Care Facilities</td>
<td>Panel</td>
<td>Room 3-087</td>
<td>Paula Webster, Laurie Smith, Graduate Students</td>
<td>Session B</td>
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<tr>
<td>5:40-6:30</td>
<td>Poetry of Witness: To Elevate a Sense of Humanity</td>
<td>Panel</td>
<td>Room 3-089</td>
<td>Robbie Gamble, Eileen Cleary, Michael Mercurio, Staff/Research</td>
<td>Session G</td>
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<tr>
<td>5:40-6:30</td>
<td>Sidewalk Math: An Innovative Approach for Engaging All Children in Mathematical Learning</td>
<td>Panel</td>
<td>Room 3-092</td>
<td>Marthe Barry McKenna, Creativity Commons; Sloboban Dennis, Worcester Public Schools; Maureen Loony, Worcester Public Schools; Merideth Ekwall, Holliston Public Schools</td>
<td>Session F</td>
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<tr>
<td>5:40-6:30</td>
<td>Immigrants and Educational Institutions: Family and Student Perspectives Toward School and Education</td>
<td>Panel</td>
<td>Room 3-094</td>
<td>Paul Naso, Kimberly Joyce-Bernard, Marcelo Juica, Frank Rothwell, GSOE Faculty and Students</td>
<td>Session C</td>
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<tr>
<td>5:40-6:30</td>
<td>Together through Loss: A Partnership with Cambridge Community Center, Lesley and HEARTplay</td>
<td>Panel</td>
<td>Room 3-098</td>
<td>Jennifer Wiles, Shade Alfred, Alejandra Salazar, Lesley University; Rachel Kinch and Latifah James, Cambridge Community Center; Ashley Griffin RN, CareGroup Parmenter Hospice</td>
<td>Session D</td>
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<td>5:40-6:30</td>
<td>Addressing Bodily/kinesthetic Practices in Dance/Movement Therapy Programs</td>
<td>Paper PhD</td>
<td>Room 3-100</td>
<td>Nancy Jo Cardillo GSASS, PhD Student (A)</td>
<td>Session A</td>
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<tr>
<td>5:40-6:30</td>
<td>Action Research and Teacher Voice: A Pathway for Transforming our Schools Into Learning Organizations</td>
<td>Paper PhD</td>
<td>Room 3-100</td>
<td>Susan Inman, GSOE PhD Student (B)</td>
<td>Session A</td>
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<td>5:40-6:30</td>
<td>Violence against Women: Representations, Interpretations, Explorations/Education</td>
<td>Panel</td>
<td>Room 3-101</td>
<td>Meenakshi Chhabra, Lisa Fiore, Sonia Perez-Villanueva, Catriona Baker, Faculty</td>
<td>Session E</td>
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<td>Room</td>
<td>Presenters</td>
<td>Session</td>
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<td>6:40-7:30</td>
<td>Challenging what we know: Making space for multiple voices using Critical Literacies</td>
<td>Workshop</td>
<td>Room 3-087</td>
<td>Barbara Steckel, GSOE Faculty</td>
<td>Session B</td>
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<td>6:40-7:30</td>
<td>Teacher-Scholars as classroom leaders: The power of inquiry</td>
<td>Panel</td>
<td>Room 3-089</td>
<td>Gail Cahill, Beverly Evans, Barbara Goveledo, Linda Lengyl, GSE Faculty</td>
<td>Session G</td>
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<td>6:40-7:30</td>
<td>Resistance to using student-centered teaching methods among some Lesley alumni</td>
<td>Paper</td>
<td>Room 3-092</td>
<td>David Nurenberg, Se-Ah Siegel (B), GSE</td>
<td>Session G</td>
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<tr>
<td>6:40-7:30</td>
<td>Leadership, Value, and Identity Development for Doctoral Student TA's</td>
<td>Panel</td>
<td>Room 3-094</td>
<td>Caroline Heller, Katina Fontes, Tessa Bry, GSE PhD Faculty and Staff</td>
<td>Session C</td>
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<td>6:40-7:30</td>
<td>Documenting the Visual Literacy InFUSION Project through Mini Learning Stories</td>
<td>Panel PhD</td>
<td>Room 3-098</td>
<td>Martha Barry McKenna, Chris Clark, Janet Bauer, Andre Ruesch, Ellen Schon</td>
<td>Session D</td>
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<tr>
<td>6:40-7:30</td>
<td>How Language Variety and Motivation Impact Acquisition in Adult Learners of Portuguese</td>
<td>Paper PhD</td>
<td>Room 3-100</td>
<td>Giuseppe Formato, GSE PhD Student (A)</td>
<td>Session A</td>
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<tr>
<td>6:40-7:30</td>
<td>The Impact of Trauma on Development and What Educators Do About It</td>
<td>Workshop</td>
<td>Room 3-100</td>
<td>Jennifer Etesse Herrell, GSE PhD Student (B)</td>
<td>Session A</td>
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<td>6:40-7:30</td>
<td>Portraits of Perseverance: Examining Identity While Crafting Picture Book Biographies with Third Graders</td>
<td>Panel</td>
<td>Room 3-101</td>
<td>Mary Ann Cappiello, Erika Thulin Dawes, Lorraine Bronte Magee</td>
<td>Session E</td>
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6:40-7:30: Session A

6:40-7:30: Session C

6:40-7:30: Session B

6:40-7:30: Session G

6:40-7:30: Session D

6:40-7:30: Session E